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AN ANALYSIS OF COMMUNITY SERVICE PROGRAMS OF JUNIOR COLLEGES.

BY- REYNOLDS, JAMES W.
TEXAS UNIV., AUSTIN

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A CONCISE DESCRIPTION OF THE FUNDAMENTAL ELEMENTS IN THE COMMUNITY SERVICE PROGRAM ACTIVITIES OF JUNIOR COLLEGES WAS DEVELOPED, AND THE PROBLEMS ASSOCIATED WITH THE DEVELOPMENT OF SUCH COMMUNITY PROGRAMS WERE INVESTIGATED. THE STUDY WAS BASED ON THE FOLLOWING QUESTIONS--(1) OF WHAT DOES A COMMUNITY SERVICE PROGRAM CONSIST, (2) HOW COMPREHENSIVE ARE THESE PROGRAMS IN TERMS OF BROAD CATEGORIES AND IN TERMS OF PEOPLE SERVED, (3) WHAT FACTORS INHIBIT AND WHAT FACTORS FACILITATE THE DEVELOPMENT OF THESE PROGRAMS, AND (4) WHAT ADMINISTRATIVE MACHINERY IS USED TO SUPERVISE THESE PROGRAMS. THE PROJECT WAS EXPLORATORY IN NATURE AND INVOLVED A PILOT STUDY OF THREE JUNIOR COLLEGES IN TEXAS, FOLLOWED BY FURTHER STUDY USING NINE ADDITIONAL JUNIOR COLLEGES IN THREE DIFFERENT GEOGRAPHICAL AREAS OF THE COUNTRY. DATA WERE OBTAINED FROM INTERVIEWS AND CONFERENCES, RECORDS, AND QUESTIONNAIRES. INFORMATION SOURCES WERE CITIZENS, COLLEGE FACULTY AND STUDENTS, COMMUNITY AGENCIES AND ORGANIZATIONS, GOVERNMENT AGENCIES, AND OTHERS. THE STUDY PRODUCED A BASIS FOR EVALUATION OF A COMMUNITY SERVICE PROGRAM FOR JUNIOR COLLEGES, AND A RECOMMENDATION WAS MADE FOR FURTHER STUDY TO DESIGN WAYS TO ASSOCIATE THE LOWER SOCIAL CLASSES WITH SUCH SERVICES. VARIABLES WERE NOTED AMONG THE SCHOOLS IN THE STUDY AS TO THE NATURE OF A COMMUNITY PROGRAM ACTIVITIES AND THEIR RELATIONSHIP TO CERTAIN FIELDS OF EDUCATION. THESE WERE ATTRIBUTED TO SCHOOL TYPE, SIZE, AND LOCATION AND TO THE PERSONALITY PATTERN OF THE CHIEF ADMINISTRATOR. (JH)

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AN ANALYSIS OF COMMUNITY SERVICE PROGRAMS OF JUNIOR COLLEGES

COOPERATIVE RESEARCH PROJECT #333

JAMES W. REYNOLDS

UNIVERSITY OF TEXAS

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AN ANALYSIS OF COMMUNITY SERVICE PROGRAMS OF JUNIOR COLLEGES

Chapter I

Community Services of Junior Colleges

The junior college is characterized by two distinct qualities when compared with other educational institutions in the United States: (1) it is of comparatively recent origin with its greatest growth occurring in the 1920's and (2) its birth and development is native to this country. These two characteristics have afforded it an opportunity for freedom of growth which has not characterized other institutions circumscribed by the collected traditions of greater age, or depending for their prototype on European institutions.

Public junior colleges have generally found their support and control tied to local sources as contrasted with state institutions of education. This feature is shared with such organizations as municipal universities and public school systems. The local nature of most of the junior colleges combined with the less restricted nature of their development leads to the presumption that the programs of junior colleges will give material attention to the educational needs of the communities in which they are located.

There can be no question that this constitutes a valid community service, and involves the whole educational program of the junior college. The writer was interested, though, in looking at that portion of the total educational program which was not included in the curriculum provided for full-time regularly enrolled students attending primarily classes scheduled at the time the college regarded as its regular day. In order to focus the study on this portion of the program an arbitrary definition for community service was devised. As used in this study, then, community service refers to the residue of educational services over and beyond the regular program for full-time students.

The Problem

The literature dealing with this phase of junior college programs is sketchy. Hundreds of articles have been published describing activities which might be subsumed under the title "community service," as arbitrarily defined, but few attempts have been made to deal with the subject in its broadest aspects. One attempt was the writer's contribution to the NSSE Yearbook--The Public Junior College.[1] This study undertakes to fill in significant material related to the broader consideration of community service.

Obviously, in any undertaking of this sort with its almost limitless scope, one of the first tasks is that of selecting those phases of community service which will be investigated. Experience with such programs led to adopting the following four questions as definitive of the areas to be studied:

1. Of what does a community service program consist?;
2. How comprehensive are these programs in terms of broad catagories and in terms of people served?;
3. What factors facilitate and what factors inhibit the development of community service programs?; and
4. What administrative machinery is used to supervise community-service programs?

The investigation conducted to find answers to these questions was regarded from the outset as exploratory. No attempt was made to provide an exhaustively definitive answer to the questions that have been enumerated.

It should not be concluded that since the study was primarily exploratory that the investigative procedures were carried on in a superficial manner. It was hoped that the results of this study might be used for a more comprehensive investigation, and such an investigation would be feasible only if it were built on a carefully constructed base. To this end, extreme care was taken to devise

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[1] National Society for the Study of Education. The Public Junior College. Fifty-fifth Yearbood, Part I. Chicago: The University of Chicago Press, 1956

a valid research design. While such a design could not eliminate the tentative nature of many of the conclusions reached, it would increase materially the probability of soundness of the conclusions and afford greater significance to the hypotheses set up for testing.

One other aspect of the study deserves consideration. While efforts were made to obtain a comprehensive view of community service programs in twelve junior colleges, no attempt was made to evaluate desirable and undesirable practices observed. It was evident at the outset that certain limitations had to be observed in order to keep the investigation within manageable proportions, and this was one means by which such an accomplishment could be made.

Chapter II

The Investigation

Twelve junior colleges were selected for the study, and in each instance, the original request from the Director to the Chief Administrator brought an acceptance. This spirit of cooperation on the part of the junior colleges persisted throughout the study and facilitated materially the work that was done.

Four criteria were observed in selecting the junior colleges: (1) location, both as to geographic region and accessibility; (2) size of community with emphasis on controlling size to insure a situation in which the influence of the institution would be observable; (3) type of institution with the final choice including six district, four local, and two state institutions; and (4) a recognized community service program. On the basis of these criteria, the following junior colleges were included:

Texas (for pilot study)	
Howard County Junior College	Big Spring, Texas
Odessa College	Odessa, Texas
San Angelo College	San Angelo, Texas
Southeast	
Abraham Baldwin Agricultural College	Tifton, Georgia
St. Petersburg Junior College	St. Petersburg, Florida
Wilmington College	Wilmington, North Carolina
Southwest	
Hutchinson Junior College	Hutchinson, Kansas
Joplin Junior College	Joplin, Missouri
Northeast Oklahoma A&M College	Miami, Oklahoma

West

Modesto Junior College	Modesto, California
Napa Junior College	Napa, California
Santa Rosa Junior College	Santa Rosa, California

Data were obtained from three sources: (1) interviews and conferences, (2) records, and (3) questionnaires. An attempt to acquire data from a fourth source--diaries kept by faculty members--yielded little material that could be used.

Four groups were selected for interviews and conferences: (1) a sample of the community at large, (2) key people in the community, (3) college administrators, and (4) college faculty.

The community sample interviewed included a predetermined number of each three social classifications. The North-Hatt scale was used in defining the upper, middle and lower social classes. Interviews were conducted on the basis of a structure which was planned during the Summer of 1958, and a check list with additional remarks was used to record the interviews. Data included the interviewer's attitude toward the community service program, his awareness of the program, and the reality of his opinion of the program.

Similar interviews were conducted with from seven to ten key people in the community. The original identification of key people was made by the chief administrator of the junior college, and the list was augmonted by suggestions from the first of the key people interviewed.

All administrators, including some board members, and a representative group of the faculty were interviewed.

Records used in the study included board minutes, annual reports, registrar's reports on classes, local newspaper files, minutes of civic and women's clubs, night school records, files of the school newspaper, and published and mimeographed reports of the junior colleges.

The questionnaire study was limited to the enrollees in the adult evening schools.

The process of interpreting the data was carried on by the Director. It soon became evident that the assembled data were adequate for the four questions posed in the original description of the study, but that many corollary reports may be made. It was also discovered that the task of interpretation was much greater than had been anticipated. In plans for future studies this stage will make provision for this greater time needed.

Chapter III

Community Services Defined

Since this study was built around an analysis of community-service programs in junior colleges, it became necessary to provide a working definition of community service. In Chapter I, the point was made that for purposes of focusing the analysis on one particular phase of community service, an arbitrary definition was contrived. Community service was there defined as the residue of service remaining after excluding the regular program for full-time students during the regular school day.

Such a definition of the "regular program" required additional arbitrary decisions. The regular school day, for example, was defined as beginning with the opening of school in the morning and closing with the last class in the afternoon.

The regular program was conceived as operating within the school day and consisting of classes regularly scheduled on campus. In cases of borderline situations, the field research teams were asked to exercise their own judgment. Fortunately the number of such cases was so small as to constitute no real problem of classification.

Full-time students were generally regarded as those students enrolled in the regular programs. No effort was made to ascertain how many were taking less or more than a predetermined number of courses or credit hours since the point to be defined was the regular program.

Definition of Community Service

It was not deemed satisfactory to speak of the community-service program as being merely the residue of the total program after the regular program was deducted. Consequently, an effort was made to select some type of unit to serve as a means for describing a single part of the total program. A considera-

tion of these units taken in the aggregate then would provide an operational definition of a community-service program.

The unit selected for this study was the community-service activity. The term, "activity," was used in the broadest sense. It might refer to a regularly scheduled class in the evening school, a speech made by a faculty member at a civic club, the use of the gymnasium for a county basketball tournament, a concert series, or a community use of the college library. No effort was made to assign varying weights to the many kinds of activities so that the units would be uniform in their importance.

Subsequently, in reporting the results of the study, the total of activities for the various schools will be listed. It will be seen, for example, that 765 activities were noted in one college and 357 in another. The lack of uniformity in accounting for each unit makes it incorrect to assume that the community-service program of the first school was over twice as large as that of the second. Despite the recognized limitation in interpreting the data, however, it is correct to conclude that the community services of the first school were greater than those of the second.

Classification of Community-Service Activities

The sheer number and variety of community service activities made it necessary to devise some method of classification. The categories originally selected were used in the pilot phase of the study. During the Summer of 1958, the final classification of categories was perfected on the basis of the experiences gained in the pilot study.

Activities identified in the study were classified three ways. They were classified on the basis of the nature of the activity, on the basis of their relation to areas of education, and on the basis of the organization of the activity.

Classified by Nature of Activity

Seven categories were included under the classification by the nature of the activity. These include the following categories.

1. Participation in decision-making. An example of this would be found in faculty membership on the board of some charitable organization.

2. Use of specialized competence. An example of this would be found in a business-letter clinic for office managers conducted by a faculty member.

3. Use of physical resources. An example of this would be the use of the college cafeteria by some organization for an evening meeting.

4. Formal studies and research. An example of this would be an occupational survey as a basis for organizing evening vocational classes.

5. Community participation. An example of this would be faculty membership in a woman's club.

6. Public relations. An example of this would be a television presentation giving information about some phase of the educational program.

7. Formal adult education. The most common example of this would be an adult evening school.

Classification by Relation to an Area of Education

The first eight categories in this list are taken from the areas of general education listed in Design for General Education.[1] Five additional categories were added to this list. The categories with an example for each one listed below.

1. Health: public health discussions.

2. Communication: classes in creative writing.

3. Personal-social adjustment: guidance services for adults.

4. Family-marital relations: class in family budgeting.

[1] A Design for General Education, Series I, Reports of Committees and Conferences, Number 18. American Council on Education. Washington, D. C., June, 1944

5. Citizenship: Americanization classes for aliens.

6. Physical environment: "shows" conducted in the college planatarium.

7. Fine arts: presentation by the college orchestra

8. Personal philosophy: great books courses.

9. Recreation: classes in contract bridge

10. Vocational: refresher courses in typing

11. Professional Education: cooperatively presented courses (junior college - state teachers college) for in-service teachers.

12. Promotional: publicity activity aimed at popularizing evening school.

13. Other: any activity not classifiable under preceding list.

Classification on Basis of Organization of Activity

Three categories were recognized under this classification; formal, informal, and individual. Formal applied to any activity provided in a formal classroom situation. Examples may be seen in the classes in the adult evening school, or short courses offered on or off campus. Informal activities were those of a non-classroom type although requiring the attendance of groups as in a dramatic presentation. Individual activities depend primarily for their definition on the provision of services by an individual faculty member in such situations as consultant services.

Sources of Information

Information concerning the existence of community service activities was derived from a number of sources. This larger number was used as a basis for compiling as exhaustive a list as possible. The sources include: (1) minutes of the college board, (2) accreditation reports, (3) college activities calendar, (4) newspaper files, (5) college yearbook, (6) college newspaper, (7) minutes of clubs, both college and civic, (8) adult education courses listed, (9) faculty questionnaire, (10) faculty diary, (11) speakers bureau listings,

(12) lists of members of boards of civic, fraternal, and charitable organizations, (13) lists of city, county, or state officials, (14) interviews of administrators, faculty, and citizens in community.

Operational Definition

From these sources, hundreds of activities were identified. Taken in the aggregate they comprise an operational definition of a community service program. In the report on the study, however, these separate activities are considered only as they contribute to the three classifications previously described.

Definition by Nature of Activity

A total of 5,333 activities were identified in the twelve junior colleges studied. The classification of these activities by categories under the heading, "Nature of Activity," is summarized in Table 1.

TABLE 1

Classification of 5,333 Community Service Activities in Twelve Junior Colleges by Nature of Activity

Nature of Activity	Number of Activities	Rank Order
Community Participation	940	4
Formal Adult Education	1,298	2
Participation in Decision Making	71	7
Formal Studies and Research	165	6
Public Relations	269	5
Use of Physical Resources	1,308	1
Use of Specific Competence	1,282	3

It has been pointed out previously that no attempt was made to establish uniformity among the descrete activities by assigning weights to each. This imposes a limitation on the interpretation of the data. Observation of the

frequencies of activities when subjected to this acknowledged limitation makes it probable that instead of a rank order of seven steps, it is more likely a rank order of three steps would be more defensible. This would throw the categories of "Use of Physical Resources," "Formal Adult Education," and "Use of Specific Competence" into the top step; "Community Participation" into the middle step; and "Public Relations," "Formal Studies and Research" and "Participation in Decision Making" into the bottom step.

An operational definition of community service based on the classification of the nature of the activities, and on the frequency of activities observed in the twelve schools includes, then, the seven categories listed with the relative emphasis divided as described in the preceding paragraph. This definition obviously has no normative qualities, nor can it be regarded as placing the emphasis on the "right" categories.

The data in Table II are intended to show the nature of the deviation of community service programs in the separate schools from the pattern observed for all schools. An examination of this table indicates the following conclusions:

1. Use of Physical Resources and Use of Specific Competence appear in the highest concentration in eight of the twelve schools, although not the same schools.

2. Formal adult education appears in the highest concentration in seven of the twelve schools.

3. Community participation appears in the highest concentration in two of the twelve schools.

4. Community participation appears in the intermediate concentration in ten of the twelve schools.

5. Formal Adult Education, Use of Physical Resources, and Use of Specific Competence appear in the intermediate concentration in four of the twelve

schools although not the same four schools.

TABLE II

Comparison of Community Service Patterns of Activities Classified by the Nature of the Activity in Each of Twelve Junior Colleges With the Pattern of the Twelve Junior Colleges Combined[1]

Junior Colleges	Highest Concentration of Activities	Intermediate Concentration of Activities	Lowest Concentration of Activities
All	6,2,7	1	5,3,4
A	2,7,6	1	3,5,4
B	7,6	1,2	5,3,4
C	2,1,6,7	-	5,3,4
D	7,6	1,2	5,3,4
E	7	6,1	2,5,3,4
F	7,1,2	6	5,3,4
G	2	6,7,1	5,3,4
H	6	1	5,3,4
I	2,6	6,7,1	5,4,3
J	6,7	7,1,2	3,5,4
K		7,1	5,3,4
L		2,1	3,5,4

[1]Numbers listed under the three concentrations refer to the categories as follows:

1. Community Participation
2. Formal Adult Education
3. Formal Studies and Research
4. Participation in Decision Making
5. Public Relations
6. Use of Physical Resources
7. Use of Specific Competence

6. Public Relations, Formal Studies and Research, and Participation in Decision Making appear in the lowest concentration of all of the twelve schools.

7. Only one other category - Formal Adult Education appears in the lowest concentration, and it appears there for only one school.

8. The most unstable of the categories is Formal Adult Education which appears in all three of the concentration categories.

9. Use of Physical Resources, and Use of Specific Competence manifest some degree of instability in their appearance in two concentration classifica-

tions.

10. "Decision in Policy Making" appears last in frequency of activities in eleven of the schools, and next to last in the twelfth school.

Definition by Relation to an Area of Education

The 5,333 community service activities classified by the nature of the activity were reclassified on the basis of their relationship to areas of education. A summary of this classification appears in Table III.

The seven categories of the classification by the nature of the activity were reduced to three degrees of concentration on the basis of the clusters of frequencies observed in Table I. On the same basis, the relationship to an area of education summarized in Table III may be reduced to three degrees of concentration. This manipulation may be seen in the row headed "All Schools" appearing in Table IV.

An examination of the data in Table IV provides the basis for several conclusions.

1. In all of the schools except one, vocational education appears in the highest concentration.

2. Since the category, "Others," is a catch-all for activities not classifiable it is not surprising that it appears in the lowest concentration in all twelve schools.

3. The category of Promotional activities also appears in the lowest concentration in all twelve schools.

4. Activities related to the areas of family-marital relations and personal philosophy appear in the lowest concentration in ten schools, and no higher than the intermediate concentration in the other two schools.

5. Activities related to citizenship education appear in the highest concentration in seven schools and in the intermediate concentration in five schools.

Table III

Classification of 5,333 Community Service Activities in Twelve Junior Colleges by Relationship to an Area of Education

Area of Education	Number of Activities	Rank Order
Citizenship	901	2
Communication	329	7
Family Marital Relations	191	10
Fine Arts	608	3
Health	215	9
Personal Philosophy	172	11
Personal-Social Relations	239	8
Physical Environment	506	4
Professional Education	426	5
Promotional	131	12
Recreation	358	6
Vocational	1,173	1
Other	84	13

Table IV

Comparison of Community Service Patterns of Activities Classified by the Relationship to an Area of Education of Twelve Junior Colleges with the Pattern of the Twelve Junior Junior Colleges Combined[1]

Junior Colleges	Highest Concentration of Activities	Intermediate Concentration of Activities	Lowest Concentration of Activities
All	12,1	4,8,9,11,2	7,5,3,6,10,13
A	9,1	12,4,8,2,5	6,11,3,7,10,13
B	12	8,1,9	2,3,6,4,11,5,7,10,13
C	12	9,1,8,4	2,5,6,11,3,10,7,13
D	1,12	4,11,8,3,7	2,9,5,6,10,13
E	1,4,12	11,7,2,9,8,6	10,13,3,5
F	12,1,11,4	8,7,2,6,3,5,9	10,13
G	12	1,4,7,11,9	13,8,2,10,5,3,6
H	12,1	8,4,11,7	5,10,3,2,9,13,6
I	12	1	4,10,8,11,7,2,3,5,9,6,13
J	1,12	4,11,8,7,9,2,5	6,3,10,13
K	12,1	4,8,9,2	5,11,6,3,10,7,13
L	12	4,1	8,11,2,7,5,9,3,6,10,13

[1]Numbers listed under the concentrations refer to the categories as follows:

1. Citizenship
2. Communication
3. Family-Marital Relations
4. Fine Arts
5. Health
6. Personal Philosophy
7. Personal-Social Relations
8. Physical Environment
9. Professional Education
10. Promotional
11. Recreational
12. Vocational
13. Other

6. Activities related to communication, personal-social relations, and recreation will probably be found in the intermediate or lowest concentration, although one school was found with recreation in the highest concentration.

7. Fine arts activities are found in the intermediate concentration in eight schools, but in two others its in the highest, and in the remaining two, in the lowest.

8. Health activities are generally found in the lowest concentration (nine schools), while activities related to an understanding of the physical environment are most likely to be found in the intermediate concentration.

9. Professional education activities, usually involving a cooperative arrangement with a four-year college or a university are most likely to be found in an intermediate concentration, although in one school this category is in the highest concentration and in four schools it is in the lowest.

10. Most of the schools (ten of twelve) concentrate their program around one or two categories with the other categories either in the intermediate or lowest concentration.

Definition by Organization of Activity

Three were only 4,760 of the 5,333 community service activities which were clearly classifiable as formal, informal, or individual. A summary of this classification appears in Table V.

An examination of the data presented in Table V reveals that while the number of formally organized activities is materially greater than the individual or the informal, the latter two categories are not far from equal in the number of activities under each.

The ratio of the number of activities under each category to the total number of activities in each of the twelve junior colleges, and the twelve colleges combined is shown in Table VI.

TABLE V

Classification of 4,760 Community Service Activities in Twelve Junior Colleges by the Organization of the Activities

Organization of Activities	Number of Activities	Rank Order
Formal	1,958	1
Individual	1,370	3
Informal	1,432	2

TABLE VI

Ratio of Activities Under Each Category to Total Number of Activities Classified by Organization of Activity in Each of Twelve Junior Colleges and for the Twelve Colleges Combined

Junior Colleges	Formal	Rank Order	Informal	Rank Order	Individual	Rank Order
All	41.1	1	30.1	2	28.8	3
A	37.5	1	32.1	2	30.3	3
B	27.5	3	32.6	2	39.9	1
C	32.8	2	21.1	3	46.0	1
D	33.9	2	27.7	3	38.4	1
E	41.8	1	17.2	3	41.0	1
F	56.2	1	14.7	3	26.7	2
G	53.1	1	37.3	2	9.6	3
H	40.1	1	38.3	2	21.6	3
I	50.0	1	31.2	2	18.8	3
J	50.9	1	11.4	3	37.7	2
K	39.8	1	30.0	3	30.2	2
L	33.0	2	43.1	1	23.9	3

An analysis of the data presented in Table VI affords a basis for the following conclusions:

1. Formally organized community service activities are more numerous than the individual or informal in eight of the twelve junior colleges.

2. In four of the schools, formally organized activities are equal to or exceed the total of the remaining two categories.

3. Individually presented activities are more numerous than the formal or informal in three of the schools.

4. There is a greater probability of the informally organized activities being the least numerous in a given school than the formal or individual.

Three-Dimensional Definition of Community Services

Community service programs may be reduced to an array of discrete activities. When these activities are classified on the basis of their nature, it is probable they may be subsumed under one of seven categories: (1) community participation, (2) formal adult education, (3) formal studies and research, (4) participation in decision making, (5) public relations, (6) use of physical resources, and (7) use of specific competence. It is likely that the categories: use of physical resources, use of specific competence, and formal adult education will include the largest number of activities in a given junior college; while public relations, formal studies and research, and participation in decision making will include the least number of activities.

When the activities are classified on the basis of their relationship to an area of education it is probable that they may be subsumed under thirteen categories: (1) citizenship, (2) communication, (3) family-marital relations, (4) fine arts, (5) health, (6) personal philosophy, (7) personal-social relations, (8) physical environment, (9) professional education (10) promotion, (11) recreation, (12) vocational, and (13) other. Obviously, if there were any material number of activities classified under the thirteenth category, "other", it would indicate that the list should be extended. Since only 84 activities, widely scattered in their relationship were included out of a total of 5,333 or about 1.5 per cent, it was concluded that the number was too small for serious consideration. It is probable that when this classification is considered, a given junior college will have the greatest number of activities in the categories of vocational and citizenship education, with a sizeable number of activities

classified as fine arts. The fewest activities will probably be found in the categories of family-marital relations, health, personal philosophy, and promotion.

The community service program in a given junior college is likely to show a heavy concentration of activities under one or two categories. It is likely that the community service program will not be characterized by a balance of categories even when the highest and intermediate degrees of concentration are considered.

When the activities are classified on the basis of their organization, they may be subsumed under three categories: (1) formal, (2) individual, and (3) informal. While it is probable that a given junior college community service program will contain more formally organized activities than either individual or informal, it is also likely that the individual and informal activities when combined will outnumber the formally organized and occasionally the individual activities will out number either of the other two categories.

Chapter IV

Comprehensiveness of the Community Service Programs

This analysis of the junior-college community service programs has undertaken to measure the comprehensiveness of the programs on the basis of: (1) their coverage of the three classifications described in Chapter III, and (2) the extent to which they served the three basic social groups which were found in each of the communities.

Aside from the statistical calculations involved in compiling frequency of activities, this part of the analysis had to be highly subjective. There are no standard patterns against which the composite pattern of all the schools, or the individual pattern of a given junior college may be evaluated. Moreover, with the wide variety of characteristics found in each of the communities, it is extremely unlikely that any standard pattern applicable to all communities could be justified. The most benefit that can accrue from an analysis of this sort is the provision of a technique for use by junior college leaders in assessing the worth of their own programs.

One additional factor should receive consideration before proceeding with the question of comprehensiveness of the community service programs. This involves the fact that in any given community in which there is a junior college, it is highly probable that there are many other community serving agencies. In the study here reported, attention was directed to the existence of other agencies of this nature. Only the most superficial investigation could be given, however, to the contributions made by such agencies to the total program of community service, due to the limitations of time which the field staff had for observation, and the greater importance attached to use of this time for studying the programs of the junior colleges. It would be significant to assess the role of the junior college in the total program of community service particularly as this role is developed in conjunction with other community serving agencies.

In the absence of any valid pattern for testing the comprehensiveness of junior college community service programs, it is assumed that the several categories developed under the major classifications: (1) nature of activity, (2) relation to an area of education, and (3) organization, constitute a theoretically satisfactory pattern. This provides a basis for checking programs of individual junior colleges for presence or absence of activities under each category, but nothing insofar as the relative emphasis each category should receive. Implicit in the weakness of this pattern will be found also the reliability of the judgment involved in each time a specific activity received a particular classification. In the face of these limitations, about all that can be claimed for the criterional pattern is that it indicates the range of categories under each of three classifications that should be considered in assessing the comprehensiveness of any given community service program of a junior college.

There is one definite advantage to be derived in observing the number of activities under each category and using the observed frequencies as a basis for measuring relative emphasis. Categories which have relatively few activities provide clues for further study by the junior college of probable reasons for the low ratings. It may be that due to the contributions of community-serving agencies other than junior colleges, the policy of the college condones giving very little emphasis to a certain category. For example, junior college administrators may feel that activities intended to help individuals develop a satisfactory personal philosophy belong more appropriately to churches and religious organizations. To the extent that this is true, there would be no cause for concern over the low place this category occupies under the classification, "Relation of Activity to an Area of Education," Table III.

On the other hand, serious questions can be raised as to the low rating of the categories: "Participation in Decision Making," "Formal Studies and Research,"

"Public Relations," under the classification, "Nature of Activity," Table I. Unless the junior college policy is that of holding aloof from the community, it stands to reason that its faculty, administration, and students should participate actively in community matters in which important decisions are being made. In a similar sense, it would be expected that much more might well be done in keeping the public informed through a comprehensive public relations program. Finally, it is cause for curiosity as to why an educational institution devotes so little time to formal studies and research to discover pertinent information about the community to be used as a basis for developing a community service program.

It has been acknowledged earlier that no effort was made to give each activity a uniform weighting. Attention is called again to this factor which limits the extent to which the validity of the preceding criticism can be seriously regarded. While this limitation must be observed, there is still a serious question as to whether an average number of public relations activities of 22.5 per year; an average number of formal studies and research of 14 per year (these studies included all types and were not limited to those of major magnitude); and an average number of participation in decision making of 6 per year represent a satisfactory effort in these categories.

Another aspect of comprehensiveness may be seen if related categories under each of the three classifications are compared. For example, "Formal Adult Education" ranks in the highest concentration in nine of the twelve schools under the classification of "Nature of Activity." Under the classification, "Relation to An Area of Education," the category of "Vocational Education," ranks first. Under the classification, "Organization of Activity," the category, "Formal," leads the other two. Taken in conjunction, the comparative ratings of these three categories might be interpreted as meaning that within the community service programs of the twelve junior colleges, the greatest stress

is given to formally organized vocational programs in adult evening schools. There is no disposition to imply an adverse criticism of this situation, but for a junior college program to have balance, this inordinate stress provides a clue for consideration.

The analysis so far developed has been concerned with comprehensiveness viewed from the standpoint of the twelve schools combined. Variations among the twelve schools may be observed in Tables VII, VIII, and IX which present in greater detail the situations described in Tables II, IV, and VI.

If the data presented in Tables VII, VIII, and IX are analyzed, it will be found that distinct variations appear in certain categories under the three major categories. For example, if the range between the lowest and highest percentages are computed, the differences are negligible under the classification, "Nature of Activity" with the exceptions of "Use of Physical Resources" where the range comprises 15.5 percentage points; "Use of Specialized Competence" where the range is 20.0 percentage points; and "Formal Adult Education" where the range of 28.3 percentage points. To the extent that ranges of such magnitudes are significant, these three categories appear as critical in comparing community service patterns in individual schools when the classification, "Nature of Activity" is the criterion for measurement.

If the criterion for measurement is the classification, "Relation to an Area of Education," then three categories appear to be of critical importance in comparing junior colleges: "Promotional," with a range of 13.7; "Fine Arts," with a range of 14.3; and "Vocational," with a range of 20.8. The sharp devergence between the three categories with the greatest magnitude of range and those with smaller ranges is not as pronounced in this classification as in the preceding one. This would imply either that some of the other categories are of critical importance in comparing junior colleges, or that there is really only one category, "Vocational," which may be regarded as of critical

importance.

The ranges between the highest and lowest percentages in the three categories under the classification, "Organization of Activity," vary too little from category to category to warrant judging any one as having a greater critical value in comparing junior colleges. If it is assumed, though, that a predominance of formal activities may be associated with conservation; informal activities with less inhibited policy; and individual with a greater tendency on the part of faculty members to contribute their service outside the program of the schools; some interesting inferences may be drawn. It should be recalled, again, that such inferences merely indicate status and do not reflect favorably or unfavorably on the individual colleges.

If the rank order of the categories is observed in Table VI in Chapter III and patterns constructed on the basis of this order, it will be found that four of the colleges follow the pattern of "Formal-informal-individual," while an equal number follow the pattern, "Formal-individual-informal." When the schools thus identified are checked on the basis of the number of activities, an interesting situation may be observed. If the twelve junior colleges are ranked on the basis of the number of activities from one to twelve, it will be found that the pattern "Formal-individual-informal" includes rank orders 6,10,11,12; while the pattern "Formal-informal-individual" includes rank orders 1,2,3,5. From this the inference may be drawn that in most cases, formal activities predominate, and as the number of activities increases, those of an informal type increase much more rapidly than those of an individual type.

It will be recalled that two procedures were used by the field workers to obtain data concerning the service to the varying social groups: (1) interviews with a predetermined sample of each group in the community, and (2) the circulation of biographical data questionnaires among enrollees in adult evening schools. The North-Hatt scale was used in identifying the social groups.

TABLE VII

Community Service Activities Reported by each of Twelve Junior Colleges Classified by Nature of Activity

NATURE OF ACTIVITY	JUNIOR COLLEGES																							
	A		B		C		D		E		F		G		H		I		J		K		L	
	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent
Participation in Decision Making	5	.7	2	.4	2	.6	4	.9	3	.7	3	.8	8	1.6	10	2.6	20	3.5	1	.4	7	1.8	6	1.7
Use of Specialized Competence	197	25.9	158	33.2	74	20.7	131	29.7	151	36.1	91	24.7	84	16.6	18	21.0	92	16.1	65	23.4	70	18.6	88	24.2
Use of Physical Resources	175	22.9	124	26.1	72	21.6	115	26.3	101	29.2	70	19.0	124	24.5	89	23.4	119	20.8	96	34.5	107	28.4	111	30.6
Formal Studies & Research	25	3.3	18	3.8	16	4.5	13	3.0	11	2.6	7	1.9	15	3.0	18	4.7	11	1.9	12	4.3	10	2.6	9	2.5
Community Participation	128	16.7	82	17.2	81	22.7	81	18.5	91	21.8	90	24.5	70	13.8	58	15.1	90	15.7	49	17.6	54	14.3	66	18.1
Public Relations	16	2.1	22	4.6	20	5.6	27	6.2	15	3.6	22	6.0	37	7.3	27	7.0	53	9.4	6	2.2	18	4.8	6	1.7
Formal Adult Education	219	28.8	70	14.7	87	24.4	66	15.1	46	11.0	85	23.1	199	39.3	102	26.5	187	32.7	42	17.6	111	29.4	77	21.2

TABLE VIII

Community Service Activities Classified by Relation to An Area of Education Reported by Each of Twelve Junior Colleges

Related Area of Education	JUNIOR COLLEGES																					
	A		B		C		D		E		F		G		H		I		J		K		L	
	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent
Health	59	7.71	12	2.5	19	5.3	16	3.7	9	2.2	13	3.5	14	2.6	18	4.7	18	3.1	10	3.6	16	4.2	11	3.0
Communi-cation	79	10.3	32	6.7	20	5.6	22	5.5	23	5.2	27	5.0	12	3.1	12	3.1	30	5.2	12	4.3	34	9.0	19	5.2
Personal-Social	12	1.6	7	1.5	2	.6	28	6.4	24	5.7	20	5.4	46	8.6	32	8.3	31	5.4	20	7.2	2	.5	15	4.1
Family-Marital	21	2.7	28	5.9	7	1.9	38	8.7	9	2.2	17	4.6	14	2.6	13	3.4	21	3.7	4	1.4	10	2.7	9	2.5
Citizen-ship	122	15.9	72	15.1	52	14.6	76	17.4	88	21.1	69	18.8	78	14.5	68	17.7	82	14.3	68	24.5	71	18.8	55	15.2
Physical Environ-ment	94	12.3	74	15.5	46	12.9	39	9.0	22	5.3	28	7.6	28	5.2	43	11.2	35	6.1	21	7.6	44	11.7	32	8.8
Fine Arts	85	11.1	23	4.8	40	11.2	49	11.2	80	19.1	43	11.7	66	12.3	38	9.9	45	8.0	36	12.9	45	11.9	57	15.7
Personal Philosophy	39	5.1	25	5.3	14	3.9	15	3.4	16	3.8	18	4.9	4	.7	6	1.6	12	3.0	8	2.9	10	2.7	5	1.4
Recreation	24	3.1	15	3.2	12	3.4	40	9.2	31	7.4	48	13.0	44	8.2	38	9.9	34	5.9	28	10.1	15	3.9	29	7.9
Professional Education	125	16.3	53	11.1	59	16.5	20	4.6	20	4.8	12	3.3	42	7.8	11	2.9	15	2.6	14	5.0	45	11.9	10	2.8
Promotional	2	.3	3	.6	4	1.1	14	3.2	10	2.4	7	1.9	21	3.9	18	4.7	41	7.2	3	1.1	3	.8	5	1.4
Others	-	-	-	-	-	-	9	2.0	12	2.9	4	1.1	33	6.1	9	2.3	11	1.9	1	.4	-	-	5	1.4

TABLE IX

Community Service Activities Reported by each of Twelve Junior Colleges Classified by Organization of Activity

Category	JUNIOR COLLEGES																							
	A		B		C		D		E		F		G		H		I		J		K		L	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Formal	287	37.5	131	27.5	121	33.9	114	41.8	87	32.8	142	56.6	283	53.1	154	40.1	284	50.0	85	50.9	150	39.8	120	33.0
Informal	246	32.2	155	32.6	99	27.7	47	17.2	56	21.1	37	14.7	199	37.3	147	38.3	177	31.2	19	11.4	113	30.0	157	43.2
Individual	232	30.3	190	39.9	137	38.4	112	41.0	122	46.0	72	28.7	51	9.6	23	21.6	107	18.8	63	37.7	114	30.2	87	23.9

The data obtained from the interviews afforded a basis for conclusions concerning (1) participation-nonparticipation, and for (2) classification of participation as vocational, avocational, civic, and unclassifiable. Classifications were made by the field workers after their return to the headquarters of the study and thus the reliability was increased by common agreement on assignment of activities among the several categories. These classifications are summarized in Table X and Table XI.

Table X

Community Service Activities Reported by Representatives of the Upper, Middle, and Lower Social Groups in Twelve Communities Classified by Participation-Non-Participation

Classification	Social Groups					
	Upper		Middle		Lower	
	Number	Percent	Number	Percent	Number	Percent
No Participation	42	26.6	229	33.3	127	62.3
Participation	116	73.4	459	66.7	77	37.7
Total Reporting	158	100.0	688	100.0	204	100.0

Table XI

Community Service Activities Reported by Representatives of the Upper, Middle, and Lower Social Groups in Twelve Communities Classified by Nature of the Activity

Nature of Activity	Social Groups					
	Upper		Middle		Lower	
	Number	Percent	Number	Percent	Number	Percent
Vocational	9	7.8	123	26.8	21	27.2
Avocational	56	48.3	206	44.9	49	63.6
Civic	42	36.2	102	22.2	3	3.9
Unclassifiable	9	7.8	28	6.1	4	5.2
Total Participating	116	100.0	459	100.0	77	37.7

An examination of the data presented in Table X reveals a descending degree of coverage from the upper class to the lower class. While only 6.7 percentage points separate the upper and middle classes, the drop off to the lower class

amounts to 29 percentage points. Thus, while the difference between the percentages of participation of the upper and middle classes could be accounted for by chance factors in selecting of the sample, it is very likely the sharp difference between the percentages of participation of the upper and middle classes could not be attributed to such a cause. It seems reasonable to conclude that slightly in excess of two out of every three members of the middle class are reached by the community service programs, only slightly over one in three of the lower class are served by these programs.

The material in Table XI indicates how those who participated in each social class selected the type of program service. In this respect, services intended to increase vocational efficiency were used by slightly over one in four of the members of the middle and lower classes, but less than one in ten of the upper class. On the other hand, community services of the avocational type constituted well over forty percent of the participation of all three classes with the lower classes rising to approximately sixty-four percent. Community services of the civic type included more of the upper class, less of the middle class, and only an insignificant proportion of the lower classes.

If the distribution of the reported activities among the three social classes is analyzed, certain conclusions appear probable:

1. The low dependence of members of the upper class on community services related to vocational education seems normal in the light of the educational needs of this class.

2. The high proportion of members of all classes participating in avocational activities indicates both that the community service programs are slanted in this direction, and that services of this nature are popular with all three classes.

3. It might have been assumed that a larger percentage of the lower classes would have participated in services associated with improved voca-

tional efficiency. The fact that interest expressed in this area was less than half of the interest expressed in the avocational aspect of the program suggests the possibility of deficient program planning or public relations devices.

4. The descending scale of percentages of participation from the upper to the lower class in services of a civic nature is probably consistent with predictions that might have been made before the study was initiated.

5. The very small percentage of the lower class who participated in services of a civic nature is probably at direct odds with the educational needs of this group in this area of community service.

While Tables VII, VIII, IX, X, and XI give some indication of the comprehensiveness of the community service programs of the twelve junior colleges in terms of relationship to the three social classes, they do not bring out the wide range of differences to be observed in each of the colleges. Some indication of this range may be observed in Tables XII and XIII.

The significance of an analysis of the data presented in Table XII exists for individual junior colleges in considering their own programs. These data are the same as those used in preparing the row labeled "Participation" in Table X. The slight discrepancies in percentages for all junior colleges, particularly noticeable in the column reporting participation of the middle class are accounted for by use of the limited data available for Junior College J in the preparation of Table X. On the basis of all schools included, there was a regularly descending percentage order in going from the upper class to the lower class. Departures from this order may be observed in Colleges B, C, D, and K with the sharpest departure observed in College D.

What hypotheses may be advanced to account for these variations? In the absence of more data bearing on the case, it is impossible to suggest such possible explanations. The variations do indicate, however, that in regard to the

TABLE XII

Percentage of Participation in Community Service Programs in Each of Eleven* Junior Colleges by Representatives of the Upper, Middle, and Lower Social Groups

COLLEGE	UPPER CLASS			MIDDLE CLASS			LOWER CLASS			ALL CLASSES		
	Total Interviewed	Total Participation	Percent Participation	Total Interviewed	Total Participation	Percent Participation	Total Interviewed	Total Participation	Percent Participation	Total Interviewed	Total Participation	Percent Participation
A	14	9	64.3	56	31	55.4	23	2	8.7	93	42	45.2
B	18	16	88.9	65	62	95.4	23	16	69.6	106	94	88.7
C	15	9	60.0	55	37	67.3	23	5	21.7	93	51	54.8
D	13	5	38.5	56	38	67.9	22	12	54.5	91	55	60.4
E	13	7	53.8	55	24	43.6	19	1	5.3	87	32	36.8
F	15	14	93.3	68	55	80.9	21	15	71.4	104	84	80.8
G	16	13	81.3	71	46	64.8	13	6	46.2	100	65	65.0
H	14	12	85.7	69	37	53.6	15	3	20.0	98	52	53.1
I	16	15	93.8	67	45	67.2	13	4	30.1	96	64	66.7
K	12	6	50.0	41	24	58.5	15	2	13.3	68	32	47.1
L	7	5	71.4	52	27	51.9	6	-	-	65	32	49.2
ALL	153	111	72.5	655	426	65.0	193	66	37.8	1,001	603	60.2

*Data for Junior College J not appropriate for use

TABLE XIII

Classification of Evening School Enrollees in Eight * Junior Colleges by Social Group and by Vocational-Avocational Nature of Work Taken and Percentage of Total of Evening School Enrollers in Each Classification

COLLEGES	UPPER CLASS				MIDDLE CLASS				LOWER CLASS				TOTAL			
	Vocational		Avocational		Vocational		Avocational		Vocational		Avocational		Vocational		Avocational	
	Number	per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
A	8	.9	15	1.6	662	70.1	206	21.8	51	5.4	2	.2	721	76.4	223	23.6
C	1	1.7	3	5.2	40	69.0	14	24.1	-	-	-	-	41	70.7	17	29.3
D	6	3.0	1	.5	136	68.7	38	19.2	5	2.5	2	1.0	147	64.1	41	35.9
E	3	3.5	1	1.2	54	62.8	26	30.2	2	2.3	-	-	59	68.6	27	31.4
F	-	-	-	-	60	46.9	51	39.8	10	7.8	7	5.5	70	55.7	58	45.3
G	7	.7	14	1.1	785	63.4	347	28.0	68	5.5	17	1.4	860	69.5	378	30.5
H	1	.3	6	1.7	235	67.1	73	20.9	33	9.4	2	.6	269	76.9	81	23.1
I	10	.5	17	.8	1,417	65.4	575	26.5	127	5.9	20	.9	1,554	71.7	612	28.3
TOTAL	36		57		3,389		1,330		296		50		3,721		1,437	

* No Available Data For Colleges B, J, K, L

comprehensiveness of community service programs in relation to the three social classes, there are certain differences among junior colleges which suggest studies that the individual institutions need to make.

The material in Table XIII provides another indication of how eight of the twelve junior colleges studied are serving the people in their community. The individuals classified in this table include the enrollees in Adult Evening Schools, and are considered from the stand point of the social classes they represent, and whether their work is vocational or avocational. In comparing the data presented in Table XIII with that in Tables X, XI, and XII, it should be recalled they represent different populations. The population involved in Tables X, XI, and XII is made up of individuals interviewed, while the individuals in Table XIII are enrollees in Adult Evening Schools.

Several conclusions are suggested by the data presented in Table XIII:

1. In every instance, the enrollees are overwhelmingly middle class varying in percentage from 86.7 to 93.1.

2. Representatives of the upper class, with two exceptions (Schools D and E), show a larger enrollment in avocational courses.

3. Representatives of the middle and lower classes show a larger enrollment in vocational courses.

4. The enrollees, when considered in the aggregate, show a preponderent preference for vocational courses.

Chapter V

Factors Which Facilitate and Inhibit Community Service Programs

On the basis of the operational definition of community service programs which was developed in Chapter III, an attempt was made to analyze the comprehensiveness of these programs. It was brought out that when the schools were considered in the aggregate, certain aspects of the program received more emphasis than others. Moreover, it was found that the program appeared to be of greater service to some social classes than to others. This analysis concerned a composite view of all the colleges.

Of equal significance, however, was the observation that there was material variation among the institutions. These variations seem to indicate, as do the variations of service among the three social classes, that certain factors are at work which are responsible for the differences. The variations were anticipated on the basis of the writer's previous experiences, and efforts were made to discover some of the factors. It was this purpose which underlay the importance of the many interviews that were conducted.

One possible factor emerged, though, which was not anticipated in full. This comprised the personality structure of the chief administrator. While it is true that this factor was not ignored, entirely, at the same time, no specific plans were formulated to ascertain the nature of this personality pattern other than on the basis of highly subjective deductions based on the conferences which the field research workers, and the director, were able to have.

The writer is now convinced that the personality of the administrator may be the one most important factor which facilitates or inhibits the development of such programs. This is the primary reason why in the application for a subsequent grant he is so anxious to probe further into this phenomenon.

There can be no doubt that the personality pattern will manifest itself

itself differently in differing environments. For example, the administrator who is instrumental in the development of one type of program in rural, South Georgia, might very well develop a different type in a resort city like St. Petersburg, an inland city like Joplin, or a bedroom community like Santa Rosa. Doubtless, though, there would be some elements in common in regard to the program developed in each of these locations.

The program is undoubtedly affected by the reaction of the administrator's personality to the nature of the community in which he works, but it is probably similarly affected by the basic value system of the Board, and by such extrinsic factors as the degree of availability of funds for subsidizing certain aspects of the program. The question arises, for example, as to how much the availability of state funds to subsidize academic, college transfer courses influences the administrator to confine the major part of the program to such courses. Again, the same question arises in regard to program-development in states in which state funds for adult education programs are available in contrast to states in which no such opportunities exist.

Unfortunately, for this study, this factor of the administrator's personality was touched on only superficially. It is for this reason that the only report on the effectiveness of this factor must be in terms of probabilities, subjectively derived.

The major portion of the study pertaining to facilitating and inhibiting factors was devoted to securing information from interviews, as was pointed out. Four sources were tapped: (1) so-called "Key" people in the community, (2) administrators, (3) faculty members, and (4) representatives of the upper, middle, and lower social groups in the community. This report will concern itself with certain general considerations, and with some of the variations observed among the many colleges.

The assumption was made that reactions of these four groups (six, if the

three-part breakdown of the social classes is considered) to the community service program in general, and to certain of its aspects, would provide a gross index to the facilitating and inhibiting factors. Reactions, in turn, were classified under the headings of "attitude," "awareness," and "opinion." Each classification was subdivided on the basis of a five-point scale.

The classification of attitude was studied on the basis of: "strongly favorable," "moderately favorable," "no attitude," "moderately unfavorable," and "strongly unfavorable." Awareness was subdivided into "well informed," "informed," "no concern for information," very little information," and "completely uninformed." Opinion was subdivided into "completely realistic," "predominately realistic," "neither realistic nor unrealistic," "slightly unrealistic," and "completely unrealistic."

These reactions were recorded in connection with the programs in general, and the following aspects of the program:

1. Policies concerning community service,
2. Sources of information about community service (public relations),
3. The concept of the junior college as a community service agency,
4. Sources of financial support,
5. The impact of the junior college on the community, and
6. Local organizations and the community service program of the college.

The data used in this section of the report is based on nine of the junior colleges. The three junior colleges used in the pilot study are not included since the method of gathering data in these cities was not sufficiently refined to permit classification.

The status of the representatives of the three social classes in regard to the classifications, attitudes, awareness, and opinions, are presented in Tables XIV, XV, and XVI. It will be noted that in arranging the profiles in these tables, the more positive reactions occur to the left-hand side.

A consideration of the tabulation of attitudes indicates that these are predominately favorable. As a matter of fact, of the 27 reactions tabulated, only four rank as low as the neutral area between favorable and unfavorable. It is of interest to note that three groups of lower class representatives and one group of middle class representatives comprise the three neutral responses.

The classification according to awareness shown in Table XV, indicates a majority of the reactions of the social classes occur either in the neutral position, or in the negative classification. This tabulation shows that in eight out of nine schools, the lower social class occurs either in the neutral column (2), or with one exception in the two negative column (7).

Reactions of the three social classes on the basis of the realism of their opinion may be seen in Table XVI. The characteristic involved in this analysis is the degree to which the opinion of the respondent coincides with the reality of the program. The profiles included in this tabulation indicate that in the main, representatives of the three social classes are fairly realistic in their opinions. Representatives of fourteen of the social groups expressed reactions which were predominantly realistic; twelve were classified in the neutral area between realistic and unrealistic; while only one group's representatives were completely unrealistic.

Again, as in attitudes and awareness, it is of interest to summarize the performance of the representatives of the lower social class in each of the cities. In the sub-classification, "predominantly realistic," six of the fourteen entries represented the upper class, five represented the middle class, and only three represented the lower class. In the neutral sub-classification, the upper class was represented by three entries, the middle class by four, and the lower class by five. Finally, the lower class representatives in one city fell in the "completely unrealistic class," with no representatives from the upper or middle class falling below the neutral classification.

TABLE XIV

Attitudes Toward Community Service Programs Expressed by Representatives of the Upper, Lower, and Middle Social Classes in Each of Nine Communities in Which Junior Colleges are Located

COLLEGE	Social Class	Strongly Favorable	Moderately Favorable	"0"	Moderately Unfavorable	Strongly Unfavorable
A	UC					
	LC					
	MC					
B	UC					
	LC					
	MC					
C	UC					
	LC					
	MC					
D	UC					
	LC					
	MC					
E	UC					
	LC					
	MC					
F	UC					
	LC					
	MC					
G	UC					
	LC					
	MC					
H	UC					
	LC					
	MC					
I	UC					
	LC					
	MC					

UC, Upper Class, LC, Lower Class, MC, Middle Class

TABLE XV

Awareness of the Community Service Program
Expressed by Representatives of the Upper, Lower, and Middle Social Classes
in Each of the Communities in Which Junior Colleges
Are Located

COLLEGE	Social Class	Well Informed	Informed	"0"	Very Little Information	Completely Uninformed
A	UC					
	LC					
	MC					
B	UC					
	LC					
	MC					
C	UC					
	LC					
	MC					
D	UC					
	LC					
	MC					
E	UC					
	LC					
	MC					
F	UC					
	LC					
	MC					
G	UC					
	LC					
	MC					
H	UC					
	LC					
	MC					
I	UC					
	LC					
	MC					

* UC, Upper Class, LC, Lower Class, MC, Middle Class

TABLE XVI

Realism of Opinion Toward Community Service Programs Expressed by Representatives of the Upper, Lower, and Middle Social Classes in Each of Nine Communities in Which Junior Colleges are Located

COLLEGE	Social Class	Completely Realistic	Predominately Realistic	"0"	Slightly Unrealistic	Completely Unrealistic
A	UC		*			
	LC		*			
	MC		*			
B	UC		*			
	LC		*			
	MC		*			
C	UC		*			
	LC		*			
	MC		*			
D	UC			*		
	LC			*		
	MC			*		
E	UC			*		
	LC					
	MC			*		
F	UC			*		
	LC			*		
	MC			*		
G	UC		*			
	LC			*		
	MC			*		
H	UC		*			
	LC			*		
	MC		*			
I	UC		*			
	LC			*		
	MC		*			

UC, Upper Class, LC, Lower Class, MC, Middle Class

The over-all performance of representatives of the three social classes is best in the classification, "attitudes," as compared with "awareness" and "opinion." This would normally be expected in a community in which the junior college was accepted as was the case of the nine communities studied.

The low performance of representatives of the lower social class is uniform through the three classifications. This is consistent with what was reported in Chapter IV concerning the materially smaller participation of representatives of this group in the programs. The implications are clear. In connection with these implications, the question to be answered by junior-college leaders is whether or not they are interested in serving this lower social class.

Reaction to Certain Aspects of Community Service Programs

In addition to the study of reactions of the three social classes to the community service program in general, reactions were obtained to certain aspects of the program. Three groups were added to this phase of the study: Junior-college administrators, junior-college faculty members, and Key citizens in the cities. These reactions are reported by the individual colleges in Table XVII.

From the data presented in Table XVII and in light of what has been said before, the following influences seem to be justified.

(1) The data would seem to indicate that the advertising of the community services of junior colleges, in a significant number of cases, is inadequate. This, in turn, seem to have an influence on the opinions of various community groups in the community.

Perhaps even more significant, is the impression that his break-down in communication is partially responsible for the adverse and/or lack of opinions in those groups who, from the stand point of change in standard of living would tend to profit most.

(2) There is a tendency for administrators to not only be more favorably impressed and better informed about their community service programs than anyone else, but also to be more positively opinionated. Perhaps, this is slightly unrealistic.

(3) Between groups within communities, there appears to be a distinction as to attitude, awareness, and opinion of community service dependent upon "social distance" and/or familiarity with those people (Administrators and Faculty) responsible for it. For example, in a number of communities, "Key" people and/or Upper Class people evidenced significant agreement with the attitude, awareness, and opinions of the administrators and faculty members when interviewed about the community service program. On the other hand, people from Middle Class and Lower Class groups displayed greater variability in their responses when from the same communities and when interviewed using similar questions.

(4) There appeared to be a significant number of the Lower and Middle Class socio-economic groups, particularly, who lacked information and knowledge of the policies and sources of financial support of the various junior college community service programs. Such lack of knowledge was also apparant with other status groups within the communities but not as consistently.

(5) By and large, in those communities where the junior college community service programs seemed <u>least</u> <u>accepted</u>, there was greater variability between the various status groups within the community as to attitude, awareness, and opinion.

(6) Seemingly, there is a regional distinction relevent to attitude, awareness, and opinion of junior college community service programs with, of course, overlapping where various status groups within the communities are concerned. This could be an artifact, however, and a function of community selection.

(7) There appears to be little relationship between the scope of a particular

program and the extent to which it is accepted by various community groups. There does appear, however, to be a significant relationship between the degree to which a program is enthusiastically presented and <u>also</u> <u>meets</u> the needs of the various status groups and the extent to which the program is accepted by these various status groups.

(8) By and large, there is a definite impression that most communities are unaware or do not perceive the junior college service program in the same light as community services offered by other organizations. For example: a community guidance center, a community welfare agency, a technological or business school, a community recreational program, etc.

TABLE XVII

Attitude, Awareness, and Realism of Opinion Toward Certain Aspects of the Community Service Programs Held By Junior College Administration and Faculty Groups, Key Citizens, and Upper, Lower, and Middle Social Classes in Each of Nine Cities in Which Junior Colleges are Located

COLLEGE A	Groups	Items	Attitude 0*	1*	2*	3*	4*	Awareness 0*	1*	2*	3*	4*	Opinion 0*	1*	2*	3*	4*
	Administration	1**															
		2**															
		3**															
		4**															
		5**															
		6**															
	Faculty	1															
		2															
		3															
		4															
		5															
		6															
	Key	1															
		2															
		3															
		4															
		5															
		6															
	Upper Class	1															
		2															
		3															
		4															
		5															
		6															
	Lower Class	1															
		2															
		3															
		4															
		5															
		6															
	Middle Class	1															
		2															
		3															
		4															
		5															
		6															

TABLE XVII
(con't)

COLLEGE B			Attitude					Awareness					Opinion				
	Groups	Items	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
	Administration	1 2 3 4 5 6															
	Faculty	1 2 3 4 5 6															
	Key	1 2 3 4 5 6															
	Upper Class	1 2 3 4 5 6															
	Lower Class	1 2 3 4 5 6															
	Middle Class	1 2 3 4 5 6															

TABLE XVII
(con't)

COLLEGE C			Attitude					Awareness					Opinion				
	Groups	Items	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
	Administration	1 2 3 4 5 6															
	Faculty	1 2 3 4 5 6															
	Key	1 2 3 4 5 6															
	Upper Class	1 2 3 4 5 6															
	Lower Class	1 2 3 4 5 6															
	Middle Class	1 2 3 4 5 6															

TABLE XVII
(con't)

College D	Groups	Items	Attitude 0	1	2	3	4	Awareness 0	1	2	3	4	Opinion 0	1	2	3	4
	Administration	1															
		2															
		3															
		4															
		5															
		6															
	Faculty	1															
		2															
		3															
		4															
		5															
		6															
	Key	1															
		2															
		3															
		4															
		5															
		6															
	Upper Class	1															
		2															
		3															
		4															
		5															
		6															
	Lower Class	1															
		2															
		3															
		4															
		5															
		6															
	Middle Class	1															
		2															
		3															
		4															
		5															
		6															

TABLE XVII
(con't)

COLLEGE E			Attitude					Awareness					Opinion				
	Groups	Items	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
	Administration	1 2 3 4 5 6															
	Faculty	1 2 3 4 5 6															
	Key	1 2 3 4 5 6															
	Upper Class	1 2 3 4 5 6															
	Lower Class	1 2 3 4 5 6															
	Middle Class	1 2 3 4 5 6															

TABLE XVII
(con't)

COLLEGE F

Groups	Items	Attitudes 0	1	2	3	4	Awareness 0	1	2	3	4	Opinion 0	1	2	3	4
Administration	1															
	2															
	3															
	4															
	5															
	6															
Faculty	1															
	2															
	3															
	4															
	5															
	6															
Key	1															
	2															
	3															
	4															
	5															
	6															
Upper Class	1															
	2															
	3															
	4															
	5															
	6															
Lower Class	1															
	2															
	3															
	4															
	5															
	6															
Middle Class	1															
	2															
	3															
	4															
	5															
	6															

TABLE XVII
(con't)

COLLEGE G

Groups	Items	Attitude 0	1	2	3	4	Awareness 0	1	2	3	4	Opinion 0	1	2	3	4
Administration	1															
	2															
	3															
	4															
	5															
	6															
Faculty	1															
	2															
	3															
	4															
	5															
	6															
Key	1															
	2															
	3															
	4															
	5															
	6															
Upper Class	1															
	2															
	3															
	4															
	5															
	6															
Lower Class	1															
	2															
	3															
	4															
	5															
	6															
Middle Class	1															
	2															
	3															
	4															
	5															
	6															

TABLE XVII
(con't)

COLLEGE H

Groups	Items	Attitude 0	1	2	3	4	Awareness 0	1	2	3	4	Opinion 0	1	2	3	4
Administration	1															
	2															
	3															
	4															
	5															
	6															
Faculty	1															
	2															
	3															
	4															
	5															
	6															
Key	1															
	2															
	3															
	4															
	5															
	6															
Upper Class	1															
	2															
	3															
	4															
	5															
	6															
Lower Class	1															
	2															
	3															
	4															
	5															
	6															
Middle Class	1															
	2															
	3															
	4															
	5															
	6															

TABLE XVII
(con't)

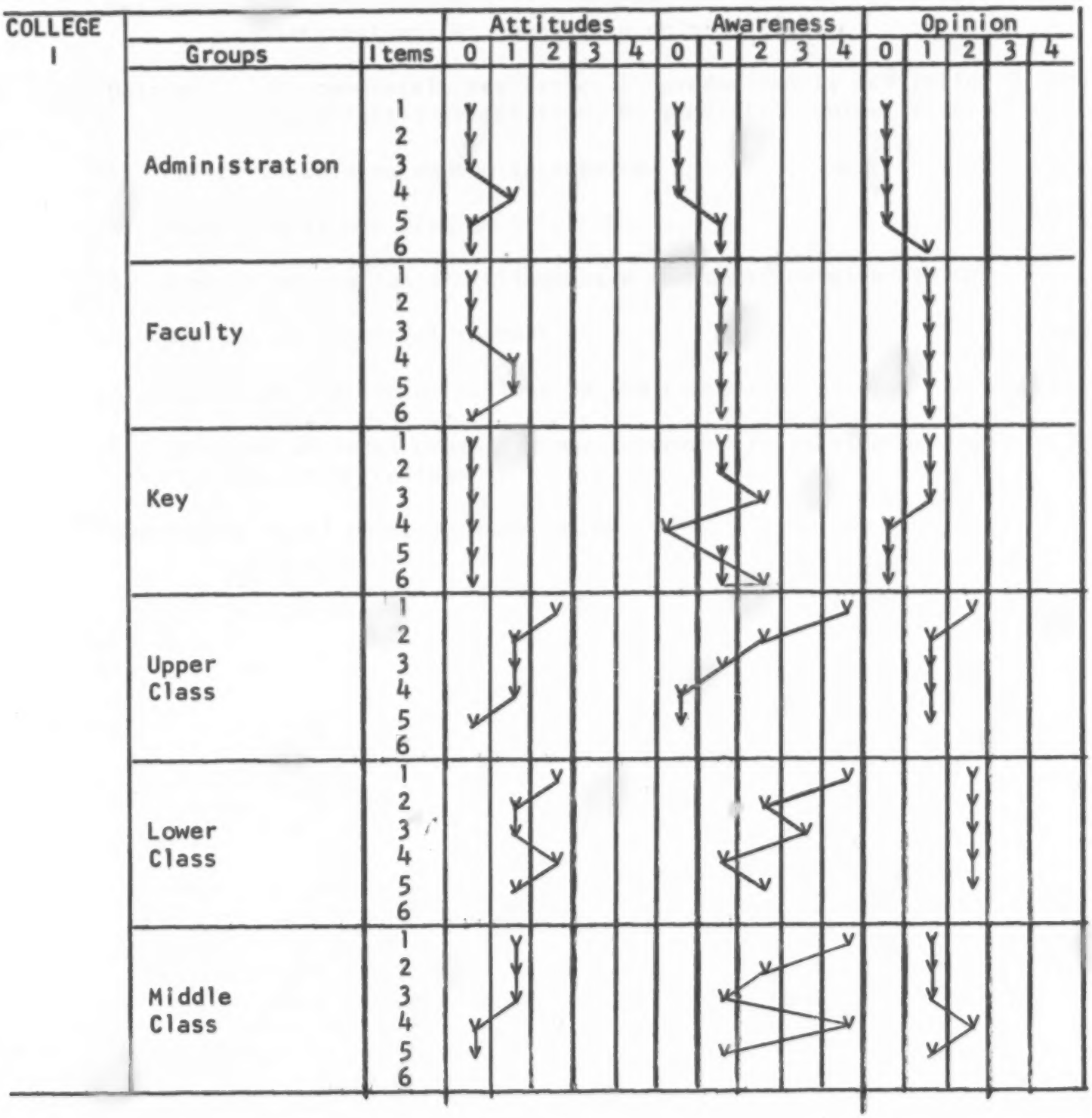

TABLE XVII (foot notes)

*Attitudes: 0, strongly favorable; 1, moderately favorable; 2, neutral; 3, moderately unfavorable; 4, strongly unfavorable.

Awareness: 0, well-informed; 1, informed; 2, neutral; 3, very little information; 4, completely uninformed.

Opinion: 0, completely realistic; 1, predominantly realistic; 2, neutral; 3, slightly unrealistic; 4, completely unrealistic.

**1. Policy concerning community service

2. Public relations program

3. Concept of the junior college as a community service agency

4. Sources of financial support

5. Impact of the junior college on the community

6. Relation of local organizations to community service program to the junior college

***Represents equal count in each column

Chapter VI

Administration of the Community Service Program

When the study of community service programs was first considered, one of the questions receiving attention concerned the nature of any administrative details pertaining uniquely to this program. In essence, the question might be stated, "Is there any particular administrative device existing for the purpose of conceiving and developing such a program?"

Closely related to this question was a desire to learn whether community service programs received any serious consideration in the official policies of the junior colleges. In other words, this became a matter of whether or not there was evidence to indicate that community service, as defined in this study, was a deliberately planned part of the institutional program.

A third question considered in the original planning of the study dealt with the financial costs of the community service programs. This embodied a desire to know if such information existed, and if so, just what the costs were.. It was believed that if such data were available, it would be possible to construct a formula by which the amounts could be reduced to a comparable basis.

That part of the study devoted to a search for answers to these questions proved to be the least productive insofar as providing positive answers to the questions. This result was anticipated in part since the very artificiality of the definition of community services employed in the study, and previously acknowledged, made it unlikely that community services so defined would be considered apart from the regular program.

In regard to the conception of programs, the most distinct administrative machinery may be observed in connection with the adult evening school. Generally speaking, responsibility for deciding the nature of the offerings rests with one administrative official. In some of the junior colleges, he is called

the director of the evening schools, but there were also instances of this work being done by the dean, and in one instance the teacher of distributive education.

Faculty and lay-advisory committees are used by some of the colleges to assist the director. As would be expected, these committees confine their efforts to advice concerning needed offerings, and the nature of courses to be offered. There is no uniformity among the institutions either as to the existence of such committees or the frequency and effectiveness of their work.

A study of board minutes and other sources in which statements of official policies might be found yielded little to indicate that community service received much attention. In several of the institutions, research assistants learned through conferences and through publicity material that the adult evening school offered any course for which sufficient demand was expressed. Evidence to indicate that this policy was productive of a broadening of the curriculum, however, was negligible and unconvincing.

The only information concerning costs again was restricted to the adult evening school. In a majority of the institutions, such costs were borne by the enrollees through the tuition paid. Since this included only one part of the total program, no effort was made to compile such data.

Our impression was gained in connection with this part of the study which should receive further consideration. This impression related to the personality structure of the chief administrator and the nature of the community service program discovered. In instance after instance, this appeared on the surface to be the factor most influential in determining what and how much would be done in connection with this phase of the total junior college program.

No specific plans were made at the outset of the study to acquire information of this nature. Since the gathering of such data would involve the staff

service of an expert in the field of personality study, the results of the study must be listed only as impressions. Such an investigation might well produce significant results.

Chapter VII

Summary and Conclusions

This study of the community service programs of junior colleges is based on an arbitrary definition of these programs. This definition -- "that portion of the total educational program which is not included in the curriculum provided for full-time, regularly-enrolled students attending classes primarily scheduled during the time the college regards as its regular day" -- was selected for the purpose of focusing attention on this particular phase of the total program.

The study was organized for the purpose of providing answers for four questions:

1. Of what does a community service program consist?
2. How comprehensive are these programs?
3. What factors facilitate and what factors inhibit the development of community service programs?
4. What administrative machinery is used to supervise the programs?

Summary

Part of the study was devoted to the compilation of a list of community service activities carried on in the twelve junior colleges. A total of 5,333 such activities were listed. In order to bring this list into manageable proportions, three sets of classifications were devised:

1. By nature of activity
2. By relation to an area of education, and
3. By organization of the activity.

On the basis of these classifications, an operational definition of the community service programs was devised.

The tabulations prepared for the operational definition afforded a point

of departure for the tests of comprehensiveness. Two aspects of this characteristic were examined: classification of community service, and extent of service to the upper, middle, and lower social groups.

On the basis of the classification "nature of activity" involved in the operational definition of community service programs, the following aspects of comprehensiveness were noted:

1. Activities classified as, "use of physical resources," "formal adult education," and "use of specific faculty competence," appear to be most comprehensively covered.

2. Activities classified as, "participation in community decision making," "formal studies and research," and "public relations," appear to be the least comprehensively covered.

On the basis of the classification, "relation to an area of education," the following was noted:

1. Activities classified as "vocational," and "citizenship" were the most comprehensively covered.

2. Activities classified as "promotional," "personal philosophy," and "family-marital relations" appear to be the least comprehensively covered.

Conclusions concerning relative comprehensiveness were not justified when the classification, "organization of the activity" was examined. "Formal activities" were found to be most frequent, though, with "individual activities" the least frequent.

A material amount of variation in regard to these classifications was found to prevail among the several junior colleges.

A consideration of the comprehensiveness of the community service programs related to the upper, middle, and lower social classes reveals that the lower class is least served. Service to the upper and middle classes is about the same. When the service is measured in terms of the nature of the activity, it

is seen that the upper class participate most in avocational and civic activities, the middle and lower classes in avocational activities.

In that part of the study concerned with factors which facilitate or inhibit the development of junior-college community service programs, the personality of the chief school administrator emerged as a possible facilitating or inhibiting factor. Since this was not anticipated, no specific evidence was obtained to validate this hypothesis.

Two factors were identified, however, which have an effect on the development of the program. These pertain to the degree of awareness of the program possessed by representatives of given social groups, and the degree of reality which exists between opinions held and the nature of the program inself.

Very little was discovered related to the administrative supervision of the community service programs.

Conclusions

It is not surprising that evidences of community service programs were found in each of the junior colleges studied since the existence of such programs had been one of the basis for selecting the institutions for study. It is a matter of concern, however, that there should be such sharp variables in the nature of the activities, and the relation of the activities to certain fields of education. These variables were existent in differentiating among the categories which made up the classifications, and among the several junior colleges studied.

This situation of sharp differences further stresses the distinctly local nature of the junior college, but in addition suggests a crucial factor to account for the differences. This factor, as has been pointed out, lies in the personality pattern of the chief administrator. When the schools were compared as to type, size, or geographical location, variables emerged that seem best explained by the administrator's value system.

The study produced a basis for evaluation of a community service program for junior colleges. This is described in the operational definition which was developed in Chapter III. Since this definition was developed out of the activities identified, and not independently, it has the feasibility that would be conferred by recognized practices.

The junior-college community service program currently not serving the members of the lower social classes. Reasons ascribed for this include insufficient awareness of the program, and unrealistic opinions concerning it. This conclusion carries specific implications regarding a needed expansion of the program.